

Completing the 2015 Home Language Survey Report

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Arkansas Department of Education**

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Welcome!

- Webinar is being recorded
- PowerPoint and recording will be posted on the ADE English Learners webpage
- Alan Lytle is joining us to monitor the Q/A
- Please post Q/A in the Q/A box
- Questions will either be answered during webinar or by email from Tricia Kerr

Completing the 2015 Home Language Survey Report



Agenda

- Purpose of the HLS Report: Commissioner's Memo LS-16-021
- ESOL Coordinator per district—basic required tasks
- Logging on to the HLS Report site
- Completing the HLS if you have NO Language Minority Students
- Completing the HLS if you have Language Minority Students
- Who to Contact
- Q & A

Completing the 2015 Home Language Survey Report



Purpose of the HLS Report

- Commissioner's Memo LS-16-021
 - ADE reports annually to US Dept. of Education on numbers of Language Minority students, English Learners
 - To determine 2015-16 ELL Funding
 - To determine Title III funding for 2016-17
 - To assist ADE in planning for the needs of English Learners

Completing the 2015 Home Language Survey Report



ESOL Coordinator Tasks

- Superintendent assigns role of ESOL Coordinator to certified educator
- Three basic tasks:
 - 1) ensure all students are surveyed with a Home Language Survey upon initial enrollment,
 - 2) ensure any students with a language other than English are screened and served (as appropriate), and
 - 3) complete the annual Home Language Survey report.

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Sample Home Language Survey

- ALL students in Arkansas must complete a Home Language Survey upon initial enrollment in an Arkansas district
- A sample HLS is provided on ADE's English Learner's website
- This is a sample. Districts may adjust this survey as needed. However, asking yes/no questions in regards to home language is not acceptable.



HOME LANGUAGE SURVEY

CUESTIONARIO SOBRE EL IDIOMA HABLADO EN EL HOGAR

Date: _____
Fecha

Student's Name: _____
Nombre del Estudiante

Gender: M F
Género

Student's ID # _____
Número de Identificación del Estudiante

Date of Birth: _____
Fecha de Nacimiento

Month	Day	Year
Mes	Día	Año

Place of Birth: _____
Lugar de Nacimiento

School: _____
Escuela

Grade: _____
Grado

Age: _____
Edad

1. What was the first language the student learned to speak?
¿Cuál fue el primer idioma que aprendió a hablar su hijo?

2. What language(s) are spoken in the home?
¿Qué idioma(s) se hablan en el hogar?

3. What language(s) are spoken or understood by the child?
¿En qué idioma(s) habla o entiende el niño?

4. What language(s) are spoken or understood by adults in the home?
¿En qué idioma(s) se hablan o entienden los adultos en el hogar?

5. What written language would you prefer to receive school communications (such as attendance letters, permission forms, etc.)?
¿En qué idioma usted prefiere recibir la comunicación escrita por parte de la escuela (tal como cartas de asistencia, formularios de permiso, entre otros)?

English
Inglés

Spanish
Español

Other _____
Otro

Signature of Parent/Guardian: _____
Firma del Padre/Encargado



eSchool and HLS

- Language other than English (if any) should be listed as the student language in eSchool.
- This field in eSchool tracks language minority students.





Logging on to the HLS Report Site

- 1) Start the web browser.
- 2) Type in the following address:
<http://ar.esl.msedd.com> and press the “Enter” key.
- 3) Provide the user name and password. The **user name** is the first four digits of the district LEA number, and the **password** is the first word of the school district name, all lower case. Enter the user name and password and press “Enter.”
- 4) The next page should display a drop-down list of Arkansas school districts. Select the school district from the drop-down menu.



Basic Definitions

- Attached to form 1
- **Language Minority Students**—Students whose primary or home language is a language other than English. Student's Home Language Survey had any language other than English or school has evidence of a language other than English at home.



Basic Definitions (cont..)

Limited English Proficient (LEP) Students (Federal use)

"Terms 'Limited English Proficiency' and 'Limited English Proficient,' when used with reference to an individual, mean an individual

(A) who -

(1) was not born in the United States or whose native language is a language other than English; OR

(2) is a Native American or Alaska Native or who is a native resident of the outlying areas, and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; OR

(3) is migratory, and whose native language is other than English, and comes from an environment where a language other than English is dominant; and,

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Basic Definitions (cont..)

Limited English Proficient (LEP) Students (Federal use)

(B) who -

(1) has sufficient difficulty speaking, reading, writing or understanding the English language, and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society."

Completing the 2015 Home Language Survey Report



Basic Definitions (cont..)

English Language Learners (ELL)

Students identified as not proficient in the English language based upon approved English proficiency assessment instruments, which measure proficiency in and comprehension of English in reading, writing, speaking, and listening. Interchangeable with “Limited English Proficient”



Approved Screeners/Placement Tests

5.03.1 LAS (Language Assessment Scales);

5.03.2 Maculaitis/MAC II Assessment of Competencies; and

5.03.3 English Language Development Assessment English Language Proficiency Screener/TELPA.



NO Language Minority Students

- After having a completed Home Language Survey form for every student, if ALL of the district's students have ALL English on the Home Language Survey, then check the box at the top of Form 1



The screenshot shows the 'Home Language Survey' web interface. At the top, the title 'Home Language Survey' is displayed in a large, serif font. To the right of the title is a red question mark icon with the word 'HELP' underneath it. Below the title is a horizontal navigation bar with buttons for 'Form 1', 'Form 2', 'Form 3', 'Form 4', 'Form 5', 'Form 6', 'Form 7', 'Form 8', 'Review', and 'Admin'. Below this bar is a white banner with the text 'Arkansas Department of Education'. At the bottom of the interface is a pink box containing a checkbox with a checkmark inside, followed by the text: 'If there are no Language Minority Students enrolled in your district, please check this box and click Finish. You do not need to fill out the rest of the form.'

Completing the 2015 Home Language Survey Report





Form 1

[CLICK HERE FOR DEFINITIONS AND INSTRUCTIONS.](#)

(Definitions provided by U.S. Dept. of Ed/OELA.)

2015-2016 HOME LANGUAGE SURVEY REPORT FORM #1

LEA#:
DEMO

School District:
DEMO

County:
Test County

Ed Coop:
Test Coop

Update

ESL Coordinator:

Tricia Kerr

ESL Tel.#:

479-267-7450

E-mail:

tricia.kerr@arkansas.gov

TOTAL SCHOOL DISTRICT ENROLLMENT:

(ALL students enrolled, including LMS and all others)

12345

Enter TOTAL Enrollment

Language Minority Students (LMS)

ALL students with ANY language other than English

Delete	Row	LMS	LMS	Recent
	Grade	Total	Language(s)	Immigrant
<input type="checkbox"/>	K ▾	25	Spanish ▾	2
<input type="checkbox"/>	K ▾	3	Vietnamese ▾	0
<input type="checkbox"/>	K ▾	1	Yapese ▾	0
<input type="checkbox"/>	▾		▾	

English Language Learner (ELL) Students

Only those NOT proficient on screener OR not exited

			Total # of ELL students in classes which incorporate instruction in students' native language:		
			# incorporating native language	# not incorporating native language	
# of LMS Students Assessed as ELL	Native Language	Assessment Instrument Used			
20	Spanish	LAS Links	0	20	
2	Vietnamese	LAS Links	0	2	

Completing the 2015 Home Language Survey Report



Form 1

Language Minority Students (LMS)					English Language Learner (ELL) Students				
					Total # of ELL students in classes which incorporate instruction in students' native language:				
					# incorporating native language		# not incorporating native language		
Delete Row	LMS Grade	LMS Total	LMS Language(s)	Recent Immigrant	# of LMS Students Assessed as ELL	Native Language	Assessment Instrument Used		
<input type="checkbox"/>	K	25	Spanish	2	20	Spanish	LAS Links	0	20
<input type="checkbox"/>	K	3	Vietnamese	0	2	Vietnamese	LAS Links	0	2
<input type="checkbox"/>	K	1	Yapese	0					
<input type="checkbox"/>									
<input type="checkbox"/>									

- Directions found at blue hyperlink at top of Form 1
- One row, per grade, per language
- If need more rows, indicate at bottom of page
- Note on “Incorporating Native Language”—are students TAUGHT in native language? Sum of last two columns must equal “# of LMS students Assessed as ELL”

Completing the 2015 Home Language Survey Report



Form 2

LMS / ELL STUDENT STATISTICS

Lines 1-3, 6, & 7 are calculated from the numbers entered on Form 1.

1. 29 Total number of language minority students enrolled in your district.
2. 29 Total number of grades K-5 language minority students.
3. 0 Total number of grades 6-12 language minority students.
4. Percent of total enrollment (all students) represented by language minority students.

5. Total number of language minority students assessed with approved proficiency test for English Proficiency.
6. 22 Total number of language minority students assessed with approved proficiency test for English Proficiency who were classified as ELL.
7. 22 Total number of grades K-5 ELL Students.
8. 0 Total number of grades 6-12 ELL Students.

9. Percent of total enrollment (all students) represented by ELL students.
10. 21 Total number of ELL students ENROLLED in instructional programs specifically designed to meet their educational needs.
11. 1 Total number of ELL students NOT ENROLLED in an instructional program specifically designed to meet their educational needs.

Any rows with a box around the number must be hand entered.

#4 & #9 are calculated by district; entered as whole numbers (21=21%)

Completing the 2015 Home Language Survey Report



Form 2 (cont.)

EDUCATIONAL STATUS OF ELL STUDENTS

Data for items 12-18 refer to last academic year (2014-2015).

12. Total number of ELL students (grades 1-6) who were retained during school year 2014-2015.
13. Total number of ELL students (grades 7-12) who were retained during school year 2014-2015.
14. Total number of ELL students who dropped out during school year 2014-2015.
15. Total number of LMS students who were referred to special education during school year 2014-2015.
16. Total number of LMS students who were placed in special education during school year 2014-2015.
17. Total number of ELL students who were referred to special education during school year 2014-2015.
18. Total number of ELL students who were placed in special education during school year 2014-2015.

- Notice difference between #15/16 and #17/18
- Refers to students referred and placed that school year, not total in special education

Form 2 (cont.)

Data for items 19-21 refer to this academic year (2015-2016).

19. Total number of ELL students participating in Title One programs this academic year (2015-2016).
20. Total number of ELL students participating in Migrant programs this academic year (2015-2016).
21. Total number of ELL students identified and placed in Gifted and Talented (GT) programs this academic year (2015-2016).
22. Total number of ELL students served in private schools.
- Data for item 23 refers to all previous academic years.
23. Total number of ELL students currently identified and placed in Gifted and Talented (GT) programs.
24. Total number of ELL students who are currently enrolled in special education.

#22—Title III schools only

Note that all of these questions are referring to ELL students

#23--include any active ELL (current or former) students who have been identified and placed in GT

#24—include any active ELL students who are enrolled in special education

Completing the 2015 Home Language Survey Report



Form 2 (cont.)

Monitored Former ELL (MFELL).

25. Number of former ELL students in their first year of being monitored.

26. Number of former ELL students in their second year of being monitored.

- Students met all state exit criteria (see Commissioner's Memo LS-16-007)
- DO NOT include ANY of these students as an ELL on Form 1 or Form 2, they are now only counted as Language Minority students or, here, as Monitored Former ELL
- Once student exits ELL status, must be monitored for two years and identified in eSchool as M1 or M2 on the ELL Program Screen
- Once monitored for two years, delete M2 on eSchool (leave entry/exit dates)



Form 3

Table 1: Enter the number of ELL Students assessed for English proficiency in grades K-12.

Total # of ELL Students assessed with LAS/MACII/TELPA or other English proficiency assessment.	<input type="text" value="22"/>
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Table 2: For the 2014-2015 school year, enter the number of ELL students in grades K-12.

Total # of ELL students assessed with the PARCC (grades 3-11), EOC Exams.	<input type="text"/>
Total # of ELL students exempt from the norm-referenced test: ITBS (grades 1,2).	<input type="text"/>

- Table 1 includes initial screeners and annual state English proficiency screeners (ELDA for Spring 2015)
- Table 2 data should be available from testing rosters/lists/info from District Test Coordinator from Spring 2015

Completing the 2015 Home Language Survey Report



Form 3 (cont.)

Table 3: Reclassification of ELL Students. Include all ELL students, in each grade, who were reclassified as Fluent English Proficient (FEP) at some point during, or at the end of last school year. Please note the distinction being made between tests and other methods.

Grade	Re-classified Total	Method Used ¹	Test Used ²
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

1. In this column, include the following: Student Records, Teacher Interview, Parent Information, Home Language Survey, Teacher Observation, Referral, Student Grades, Informal Assessment.

2. Include in this column Language Proficiency Test (Specify), Achievement Test (specify), Criterion-Referenced Test (specify), Other (Specify).

Form 4

Teacher Qualifications

(1) Teacher Certification: Include only those teachers who are licensed and have completed a full ESOL endorsement program; that is, they have met all of the state requirements for ESOL endorsement. Emergency credentials and other temporary licensing do not qualify.

Total number of licensed teachers who are ESOL endorsed	<input type="text"/>
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(2) Teacher Assignment: Include only those teachers who are endorsed to teach ELL students (those teachers who meet the qualifications in question 1) and who have ELL students in their classroom.

Total number of ESOL endorsed teachers (from question 1) assigned to teach ELL Students	<input type="text"/>
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(3) Teacher Training: Include all teachers, endorsed or not. The training must be specific to the need resulting from students' English language proficiency.

Total number of teachers who received in-service or pre-service training 2014-2015 specific to ESOL	<input type="text"/>
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Form 4 (cont.)

Professional Licensure Description

Export to Excel ([Filtered](#) | [All](#))

CODE	DESCRIPTION	GRADE LOW	GRADE HIGH
<input type="text"/>	ESL <input type="text"/>	<input type="text"/>	<input type="text"/>
308	ESL	7th Grade	12th Grade
4036a	Eng As A Sec Lan/ESL	7th Grade	12th Grade
307	ESL	Pre-Kindergarten	8th Grade
4036	Eng As A Sec Lan/ESL	Pre-Kindergarten	8th Grade
059	ESL Post Secondary	Pre-Kindergarten	Post-Secondary
247	ESL	Kindergarten	12th Grade

#1--Current, active certified educators with one of the above licensure codes

#2—Of those reported in #1 above, how many have ELL students in their classrooms

#3—refers to LAST school year; any form of ESOL/ESL training

Completing the 2015 Home Language Survey Report



Form 4 (cont.)

(4) Teacher Information. (Only districts receiving Title III funding should answer questions 1, 2, and 3. All districts should answer question 4.)

1. Total number of all teachers currently working in Title III language instruction educational programs.	<input type="text"/>
2. Total number of certified/licensed teachers currently working in Title III language instruction educational programs.	<input type="text"/>
3. Total number of non-certified/non-licensed teachers currently working in Title III language instruction educational programs.	<input type="text"/>
4. Estimate of the number of additional certified/licensed teachers that will be needed for ESOL language instruction educational programs in the next 5 years.	<input type="text"/>

Questions #1-3: Title III Districts ONLY

Question 4: ALL Districts

Completing the 2015 Home Language Survey Report



Form 4 (cont.)

(5) Teacher Training Requests

Professional Development Topics (please select Yes or No).	
<input type="checkbox"/>	1. Instructional strategies for ELL students
<input type="checkbox"/>	2. Measures of English language proficiency
<input type="checkbox"/>	3. ELP and content standards-based instruction
<input type="checkbox"/>	4. Alignment of the curriculum in language instruction educational programs to ELP standards
<input type="checkbox"/>	5. Subject matter knowledge for teachers
<input type="checkbox"/>	6. Implementation of new Arkansas ELP Standards
<input type="checkbox"/>	7. How to establish an ESOL Program
<input type="checkbox"/>	8. ESOL Coordinator training for new coordinators
<input type="checkbox"/>	9. Reaching students/families from various backgrounds
<input type="checkbox"/>	10. Other

Completing the 2015 Home Language Survey Report



Form 4 (cont.)

(6) Participant Information. (Please enter the number of individuals who participated in the professional development training in 2014-2015.)

1. Professional Development provided to content classroom teachers.	<input type="text"/>
2. Professional Development provided to ESOL teachers.	<input type="text"/>
3. Professional Development provided to principals.	<input type="text"/>
4. Professional Development provided to administrators/other than principals.	<input type="text"/>
5. Professional Development provided to other school personnel/non-administrative.	<input type="text"/>
6. Professional Development provided to community-based organization personnel.	<input type="text"/>

Reflects LAST year's professional development training

Form 5

Please confirm the statements below by selecting Yes or No. These assurances are required in order to qualify your district to receive state ELL funding.	
Yes /No	
<input type="checkbox"/>	The completed Home Language Survey Report will be submitted to the Arkansas Department of Education by November 2, 2016.
<input type="checkbox"/>	Our district will use the designated Source of Funds and APSCN codes as required in all reports requested by the Arkansas Department of Education.
<input type="checkbox"/>	ELL Funds will only be used for the stated purpose of supporting those activities approved in the provision of instructional services for ELL Students.
<input type="checkbox"/>	Our district has included the provision of school improvement activities for English Language Learners as delineated in Section 5.04 of the ADE Rules Governing the Distribution of Special Needs Funding in its ACSIP plan as submitted to the Arkansas Department of Education.
<input type="checkbox"/>	Our district acknowledges that the use of carry-over ELL funding is allowable from one fiscal year to another, if the funds are used for providing instructional services for ELL students.
<input type="checkbox"/>	Our district will provide timely, accurate, and complete reports relating to the use of ELL funds as required by the Arkansas Department of Education.

Completing the 2015 Home Language Survey Report





Form 6—Title III only

Please confirm the statements below by selecting Yes or No. This information is required from districts eligible to receive Federal Title III funding.

Yes /No	
<input type="checkbox"/>	Parents in our LEA were informed as to why their child is in need of placement in a specialized language instruction program.
<input type="checkbox"/>	The LEA ensures all English Language Learner (ELL) children were identified using approved and accepted language proficiency tests.
<input type="checkbox"/>	The LEA uses scientifically based instructional programs for the teaching of ELL students.
<input type="checkbox"/>	The ELL program is specifically planned to enable children to speak, read, and comprehend the English language and meet state academic content and student academic achievement standards.
<input type="checkbox"/>	The district's ESOL plan was developed using consultation with teachers, researchers, school administrators, and parents.
<input type="checkbox"/>	All ESOL teachers providing services to ELL students are fluent in both written and oral English communication skills.
<input type="checkbox"/>	Our district's ESOL program complies with state requirements regarding the education of ELL students.

Completing the 2015 Home Language Survey Report



Form 6—Title III only (cont.)

The following question is for school districts which are currently receiving Title III funding (Title III grantees), and will be providing educational services to private school ELL students attending school within their district's service area.

Note: Information on the requirement to provide such services may be found at the following weblink:

<http://www2.ed.gov/about/offices/list/oii/nonpublic/title3-factsheet.html>

<input checked="" type="checkbox"/>	Have the private schools within the boundaries of your school district been surveyed for participation in your district's Title III/ESOL program?
<input type="text"/>	If so, how many were surveyed?
<input type="text"/>	How many chose to participate?
<input type="text"/>	The total number of students identified as ELL enrolled in private schools being served by our district.

Form 7

A recent immigrant student is one who meets all of the following criteria:

1. Is between the ages of 3 and 21.
2. Was not born in any state.
3. Has not attended one or more schools in any one or more states for more than three full academic years.

Three full academic years means having completed the equivalent of three academic years in any US school



Form 7 (cont.)

Includes English
only and FEP

**Indicate the number of recent immigrant students enrolled
in your school district:**

Total number of recent immigrant students enrolled in grades K-5

Total number of recent immigrant students enrolled in grades 6-12

ONLY ELLs

**Indicate the number of recent immigrant students who
have been assessed as English Language Learner (ELL)**

Total number of recent immigrant students who are ELL and enrolled in grades K-5

Total number of recent immigrant students who are ELL and enrolled in grades 6-12

Completing the 2015 Home Language Survey Report



Form 7 (cont.)

ELL recent immigrants in district ESOL program (regardless of funding)

Total number of recent immigrants	
Total number of recent immigrants who are enrolled in your district's ESOL program.	<input type="text"/>

Immigrant Program Participation	
Total number of recent immigrant students who participate in programs for immigrant children and youth and are served using Title III, Section 3114(d)(1).	<input type="text"/>

Only districts receiving Recent Immigrant Title III Grant (not regular Title III funds)

Completing the 2015 Home Language Survey Report



Form 8

Race Count

The racial group with which the individual identifies as indicated in eSchool.

	LMS	ELL
American Indian or Alaskan Native	<input type="text"/>	<input type="text"/>
Asian	<input type="text"/>	<input type="text"/>
Black or African American	<input type="text"/>	<input type="text"/>
Native Hawaiian or Other Pacific Islander	<input type="text"/>	<input type="text"/>
White	<input type="text"/>	<input type="text"/>
Two or more races	<input type="text"/>	<input type="text"/>

Race DOES NOT = Ethnicity

Form 8 (cont.)

Ethnicity Count

Indicate how students' ethnicity group is identified in eSchool.

	LMS	ELL
Hispanic/Latino – Yes	<input type="text"/>	<input type="text"/>
Hispanic/Latino – No	<input type="text"/>	<input type="text"/>

Gender Count

The gender classification of the student.

	LMS	ELL
Male	<input type="text"/>	<input type="text"/>
Female	<input type="text"/>	<input type="text"/>

Review and Submit HLS Report

- When users click the “Finish” button, an error check is run
- When users click “Submit”, a summary of the HLS data comes up.
- Users can also reach this summary by clicking the “Review” button in the upper tab bar on the page;
- Corrections can then be made as needed.
- Upon reviewing the summary and approving all entries, a copy should be printed and kept as a record.



Deadline

November 2, 2015





Technical Contacts

- If there are any technical/computer problems with the online site or in filling out the forms, please contact Marcy Bolt or Jay Dickerson, either by telephone at 800-915-9669, or by e-mail at support@msedd.com



ESOL Program Questions

- If assistance is needed with information regarding the ESOL Program, please call 479-267-7450 and ask for Tricia Kerr



ADE ESOL Team

- Tricia Kerr, ESOL Program Director
 - Tricia.Kerr@arkansas.gov
 - 479-267-7450
- Miguel Hernandez, Public School Program
 - Miguel.Hernandez@arkansas.gov
 - 501-682-6620
- Dr. Alan Lytle, ELL Assessment Specialist
 - Alan.Lytle@arkansas.gov
 - 501-682-4468

